



## David Livingstone Memorial Primary School

### Relationships Policy

November 2023



*'I will go anywhere provided it be forward.'*

(Dr David Livingstone)

### RESPECT, INCLUDE, NURTURE

#### Purpose

The purpose of this policy is to provide guidance for teachers, pupils and parents on our restorative and relationship-focussed approach to behaviour management. This will allow pupils at David Livingstone Memorial Primary School to enjoy a calm and caring environment which supports each child both emotionally and educationally to give them the best possible chance to flourish and experience success. Our Relationships Policy begins with a promise from the adults in school to provide a clear, consistent and calm approach to promoting positive behaviour. The main priority of our policy is to promote positive relationships for children with their peers and all adults, with the common purpose of supporting everyone to learn in a nurturing, inclusive and respectful environment.

#### Aims

***We aim to provide an inclusive and nurturing environment where everyone can learn and grow.***

- To provide a clear, fair and consistent approach to managing behaviour, based upon nurture principles and restorative practice.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this to maximise the growth and development of children.
- To ensure flexibility in supporting behaviours that might be the result of Adverse Childhood Experiences and/or additional support needs.
- To ensure our School Values (Respect, Include, Nurture) underpin our ethos, and nurturing and relationship-focussed approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff tools to support de-escalation, co-regulation and building resilience.
- To equip children with strategies to manage their behaviour and build positive relationships with others.

#### Our Vision

At DLMPs, we have high expectations for **all** pupils. Our vision is to inspire our children to consistently demonstrate our DLMPs Vision and Values. This is recognised through weekly Values Awards at assembly, regular House Points, positive reinforcement strategies and 'Reward Time'.

We want all members of the DLMPs family to live by our School Values.

**RESPECT**

**INCLUDE**

**NURTURE**

In addition, we wish to give recognition to pupils who go 'Over and Above'. 'Over and Above' behaviours include exceeding our school values, impacting the wider DLMPs community and showing DLMPs initiative.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'* Paul Dix

### **Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure children are appropriately rewarded and recognised for meeting the DLMPs Values. The positive strategies aim to create clear, predictable routines and expectations that ensure children feel they are valued members of our school community and are motivated to always try their best.

### **Meet and Greet**

All adults will create a welcoming environment by greeting pupils every morning at the gates, front entrance and/or classroom doors. This may be a simple, 'Good morning' or offering a handshake, high five, etc. to provide a consistent check in and enthusiastic welcome to every child.

### **Emotional Check-Ins**

'Emotional Check-In' takes place every morning in every classroom prior to pupils engaging in any form of learning and teaching. This practice places our pupils' emotions at the top of our agenda and communicates to them that their emotions are valid and important to us. This daily interaction provides an opportunity for the teacher-pupil relationship to develop further, it communicates the message that we care for our pupils. During 'Emotional Check In' pupils will have the opportunity to share how they are feeling, at this time the teacher models empathetic listening, it also allows the teacher to assess readiness to learn for our most vulnerable pupils.

All adults will be looking out for children who demonstrate DLMPs Values and go 'Over and Above'. Ways that children will be recognised for doing so:

- Class rewards
- Recognition boards
- Positive notes/phone calls home

- Reward Time
- Fun 31
- Playground rewards
- Assembly awards
- HT/DHT Awards
- House Points

### **Policy on a Page** (see Appendix 1)

This is a concise A4 document which staff will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent in both the classroom and playground.

### **Restorative Approach**

***'Punishment doesn't teach better behaviour, restorative conversations do.'* Paul Dix**

Every adult in our school has been equipped with the skills and uses the same tools to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who use the same strategies and process as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation as, at DLMPS, we believe it is important that children are settled and ready to learn when they return to class. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place in the classroom. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. to have a restorative meeting with a child.

### **Restorative Conversations**

***'The positive relationships you form with pupils depend on a restorative approach being your default mode.'* Paul Dix**

At DLMPS, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools and create a plan they can use to avoid a similar incident occurring in the future.

### **Restorative Questions** (see Appendix 1)

These restorative questions will be used to structure restorative conversations. Depending on developmental stage, up to 6 questions will be used. The teacher may decide it would be more

appropriate to start with two questions and build on these as the child develops socially and emotionally.

### **Consequences**

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'* Paul Dix

At DLMPs, we encourage positive behaviour which reflects our School Values. Our behaviour management approach is founded upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult in relation to specific incidents to ensure clear boundaries. We aim for consequences to not be shaming or excluding wherever possible.

Consequences implemented can be 'Take a Break', 'Pay Me Back Time', or, in more serious or repeated circumstances, parental phone calls home and/or meetings. They are designed to encourage the child to make 'responsible' choices and understand that actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

### **'Take a Break Time'**

A reflective time where the child is provided with a safe, calm space to discuss their actions privately with their class teacher/support staff member and how they may have impacted on others. The purpose of this is to enable the adult to remind the child of our values and to encourage positive behaviour in future.

### **'Pay Me Back Time'**

A time for reflection at the end of each school day during class 'Reward Time'/Fun 31.

### **Parental Involvement**

We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting with class teachers and SLT.



**The adults will**

1. Nurture relationships.
2. Model our values.
3. Listen.
4. Praise positive choices.
5. Provide a safe environment.

**Values**

1. Respect
2. Include
3. Nurture



**Positive Strategies**

1. Positive recognition.
2. Assembly awards.
3. House Points.
4. Reward Time.
5. Fun 31.
6. HT/DHT awards.
7. Class rewards.

**Vision:** *We aim to provide an inclusive and nurturing environment where everyone can learn and grow.*

**Motto:** *I will go anywhere provided it be forward!*  
(Dr David Livingstone)

**Classroom Plan**

1. Reminder
  2. Quiet word (v)
  3. Take a break (corridor/calm zone)
- \*RESTORATIVE CHAT\***
4. Pay me back 5/10/15 minutes at end of day.
  5. Senior Leadership Team (report to office)
  6. Phone call home if child loses 15 mins (3 or more days a week)

**Playground Plan**

1. Reminder
  2. Quiet word (v)
  3. Take a break (area in the playground)
- \*RESTORATIVE CHAT\***
4. Pay me back 5/10/15 minutes at library (playtime) in dinner hall (lunchtime)
  5. Senior Leadership Team (report to office)
  6. Phone call home if child loses 15 mins (3 or more days a week)

**Restorative Questions**

1. What happened?
2. What were you feeling thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?